

A STUDY OF THE RELATIONSHIP BETWEEN DISTRIBUTIVE EDUCATION  
STUDENTS' PERCEIVED DEGREES OF JOB SATISFACTION AND  
ON-THE-JOB TRAINING GRADES THEY RECEIVED

An abstract of a Thesis by  
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The problem. This research studied the degree of job satisfaction of graduates of the Urbandale High School Distributive Education program from its beginning in 1966 through the 1972 school year. It also attempted to determine whether or not there was any relationship between students' perceived degrees of job satisfaction and the grades they received for their on-the-job training experiences while enrolled in the Urbandale High School Distributive Education program.

Procedure. One hundred forty-one graduates of the Urbandale High School Distributive Education program were asked to respond to a rating-type questionnaire that listed six different degrees of job satisfaction. Each of these degrees was assigned a point total--six points for the highest degree of satisfaction and one point for the lowest degree of satisfaction. There were five different questions relating to each graduate's job satisfaction. The combined responses to these questions are tabulated and presented in various tables, charts, and in descriptive discourse.

Grades received for on-the-job training were obtained from each graduate's permanent file in the guidance department. These grades, the Pearson Product-Moment formula, and the point total as described previously were used to obtain the coefficient of correlation between the on-the-job grades and the graduate's degree of job satisfaction.

Conclusions. This study indicated that the graduates of the Urbandale High School Distributive Education program were satisfied to a high degree with some specific aspects of their present jobs. It also revealed that there is no relationship between the degrees of job satisfaction and the grades received for the on-the-job training experiences. Also, approximately one-fifth of the respondents were dissatisfied with the kinds of on-the-job training experiences available to them and many of the respondents indicated that they would have liked more outside resource persons brought into the classroom. Some of the respondents felt that more field trips could be used and that the program could be better publicized.

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by  
Steven L. Fey  
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## CHAPTER I

### INTRODUCTION

All educational programs need to be periodically evaluated to ascertain their degree of effectiveness. The Urbandale High School Distributive Education program was begun in the Fall of 1966. Since that time, no thorough study has been undertaken to attempt to discover with which aspects of the program the graduates have been satisfied and with which they have been dissatisfied.

Urbandale, Iowa, is a suburb of Des Moines, located on the northwest side of the city. During the 1960's it was the fastest growing suburb in the state and, consequently, the number of school children increased at an accelerated rate. Since its beginning in 1966, the number of students enrolled in the Distributive Education program also increased. During the 1966-67 school year, the high school enrollment was approximately 550 students and the Distributive Education enrollment was sixteen. During the 1971-72 school year, the high school enrollment reached approximately 750 while the Distributive Education enrollment was thirty-five.

During the 1972 school year, after yearly follow-up studies of recent graduates, it became evident to the vocational staff that it was necessary to assess the program in relation to the jobs in which the graduates were employed. This study came about as a result of this need.



## STATEMENT OF THE PROBLEM

In this study, the researcher will attempt to discover the areas in which the graduates were satisfied or dissatisfied. It is hoped that the study will reveal some specific job attributes leading to the students' job satisfactions and/or job dissatisfactions. Hopefully, the study will also indicate some areas in which the Urbandale High School Distributive Education program might possibly be altered to improve it and perhaps indicate to what degree the graduates of the program are satisfied with their present jobs.

The two problems to be researched in this study are related directly to the Urbandale High School Distributive Education program. The problems are: 1) To what degree are the graduates of the Urbandale High School Distributive Education program satisfied with some specific aspects of their present jobs? 2) What is the relationship between the degrees of their satisfaction and the grades they received for their on-the-job training while they were enrolled in the Urbandale High School Distributive Education program?

## SIGNIFICANCE OF THE PROBLEM

As previously stated, enrollments in the Distributive Education program at Urbandale High School have been increasing since the program's inception in the fall of 1966. The

enrollment has more than doubled during the first five years of the program. This enrollment increase also has been evidenced in Distributive Education programs throughout Iowa and across the country. The emphasis placed on vocational and career education in the past years has obviously been a factor in this enrollment increase. The fact that during the 1971-72 school year 15.9 percent of the Urbandale High School senior class was enrolled in the Distributive Education program reflects the effects of increased promotion of career education.

With continuing emphasis on career education, the results of this study should be important in evaluating certain aspects of the Distributive Education program as well as in evaluating the total career education programs at Urbandale High School. It will be important to administrators and vocational staff members to search for methods that might possibly improve the Distributive Education program. In addition, the study should be of value to future Distributive Education students.

The first question to be answered is: Are the graduates of the Urbandale High School Distributive Education program satisfied or dissatisfied with their present jobs and various aspects related to those jobs? The questionnaire was constructed to elicit from students their feelings about: 1) working conditions; 2) relationships with others; 3) amount of money earned; 4) opportunity for advancement; and

5) type of work. Hopefully, the responses will give some clues as to what aspects of their jobs made the graduates satisfied and/or dissatisfied. An analysis will be undertaken to determine the reason or reasons for the various feelings of students about their jobs and what changes might be made in the Urbandale High School Distributive Education program.

The second question to be answered is: Is there a direct relationship between the degrees of the students' job satisfaction and the grades they received for their on-the-job training while they were enrolled in the Urbandale High School Distributive Education program?

#### HYPOTHESES

The hypotheses of this study are: 1) The graduates of the Urbandale High School Distributive Education program are satisfied to a high degree with some specific aspects of their present jobs. 2) There is a direct relationship between the degrees of their satisfaction and the grades they received for their on-the-job training.

#### PROCEDURES

One hundred forty-one graduates of the Urbandale High School Distributive Education program were asked to respond to a rating-type questionnaire (see Appendix B) that listed six different degrees of satisfaction. Each of these degrees

was assigned a point total--six points for the highest degree of satisfaction and one point for the lowest degree of satisfaction. There were five different questions relating to each graduate's job satisfaction. The combined responses to these questions will be tabulated and presented in various tables, charts, and in descriptive discourse.

An attempt to validate the questionnaire was achieved first by distributing it on a trial basis to approximately 10 percent of the one hundred forty-one students who participated in the study. These former students were chosen because they still lived in the Urbandale school area, were easy to contact, and were willing to be a part of this sample. Changes in the questionnaire suggested by the students were made following their evaluation of it.

Grades received for on-the-job training were obtained from each graduate's permanent file in the guidance department. These grades, the Pearson Product-Moment formula, and the point total as described previously were used to obtain the coefficient of correlation between the on-the-job grades and the graduate's degree of job satisfaction.

It has been the purpose of Chapter I to present a general overview of the entire study. Included are the rationale for the study, a statement of the problem, the significance of the problem, and the procedures to be used. Chapter II is a review of the related literature. This literature was selected from the writings of those considered

to be experts in the field of job satisfaction, from the field of motivation as it relates to work, and from those who have done writing in Distributive Education as it relates to job satisfaction. Chapter III is the presentation of the data obtained from the questionnaire (Appendix A) distributed to one hundred forty-one students. Chapter IV is a summary of the data, conclusions, and recommendations for possible changes in the Urbandale High School Distributive Education program.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

Job satisfaction is an area in which much study and research have been done. Probably more than any other single factor, the degree to which a person is satisfied with his job and the working conditions surrounding that job determine how effectively he will perform his job. Wages or salaries motivate almost everyone to do a better job, "but behavioral scientists have found that money motivates people only to a point."<sup>1</sup> Pay, in itself, usually is placed in a relatively low position among the forces that motivate all kinds of workers--blue collar, white collar, professional, executive, and self-employed.

Many items are frequently listed as being more important than monetary rewards. Beers stated that security, esteem, and autonomy are as important as dollar rewards.<sup>2</sup> Mills said that "factors such as achievement, recognition, and responsibility, which are closely related to performance of work generally do lead to positive job satisfaction."<sup>3</sup>

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<sup>1</sup>"Make Your Job Pay More Than Mere Money," Changing Times (April, 1969), 31.

<sup>2</sup>Michael Beers, Leadership, Employee Needs and Motivation (Columbus: Ohio State University Press, 1966), p. 30.

<sup>3</sup>Duane P. Schultz, Psychology and Industry (London: Collier-Macmillan Ltd., 1970), p. 291.

Blai listed similar categories when he wrote, "Numerous studies concerning men have been conducted revealing that their work values emphasize the management of others, recognition, stability, and independence."<sup>1</sup>

Mills and Ford concurred that satisfaction in the work itself is very important when discussing job satisfaction in general. Ford said, "If work can be shaped in such a way that it provides greater satisfactions for workers, then the level of motivation through satisfaction from the work itself is raised."<sup>2</sup> Mills said,

work itself, incorporates aspects of the work which give it inherent interest, such as variety and opportunity for creativity. Perhaps the most useful way of engendering interest in the work itself is to encourage employees to devise their own means of work simplification and to avoid penalizing them when they do.<sup>3</sup>

Quoting Nealey,

The job's relative importance in the social hierarchy also matters. Researchers report that while about 20% of all workers appear to be dissatisfied with their jobs, there is a higher degree of dissatisfaction at the lower job levels.<sup>4</sup>

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<sup>1</sup>Boris Blai, Jr., Job Satisfaction and Work Values for Women (Bethesda, Md.: ERIC Document Reproduction Service, ED 040 705, July 1970), p. 1.

<sup>2</sup>Robert N. Ford and Edgar F. Borgatta, "Satisfaction with the Work Itself," Journal of Applied Psychology, LIV (February, 1970), 128-134.

<sup>3</sup>Schultz, op. cit., p. 291.

<sup>4</sup>"Make Your Job Pay More Than Mere Money," op. cit., p. 33.

This fact would lead one to believe that the less skilled, probably less intelligent worker, is more likely to be the person who is dissatisfied with his job.

Individual control of one's own job also has an effect on a worker. Patchen said, "The more employees have control over the means of doing their jobs, the more interest they take in their work."<sup>1</sup> It would seem then that those who have a voice in policy making, etc., will be more satisfied with their jobs.

Blai related that women's work values are widely disparate from the values men have stressed. According to Blai, women need a sense of accomplishment and personal satisfaction, a sense of having mastered a task, and the social benefit of working--an escape from loneliness, boredom, and lack of stimulation.<sup>2</sup>

As one can see, much research has been conducted in the area of job satisfaction, but not all authors are in agreement on some topics related to job satisfaction. Galbraith said that to obtain maximum output from its workers a company should "make the supervision the primary means by

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<sup>1</sup>Stanley M. Nealey, The Relative Importance of Job Factors: A New Measurement Approach (Bethesda, Md.: ERIC Document Reproduction Service, ED 045 721, May, 1970).

<sup>2</sup>Blai, op. cit., p. 1.



which to motivate workers."<sup>1</sup> Patchen, in almost the opposite point of view, states,

Although approval for good work by supervisors (or the lack of such approval) is often commented upon by employees, there is little evidence that the likelihood of supervisory compliments for achievement has much impact on the level of job motivation.<sup>2</sup>

Another researcher, Herzberg, in The Motivation to Work, suggests that "factors which contribute to job satisfaction and factors which contribute to job dissatisfaction form two separate sets."<sup>3</sup> He contends that factors from one set contribute to satisfaction if present, but not dissatisfaction if absent, while factors from the other set lead to much dissatisfaction if not present. Herzberg names the factors which make up the first set as satisfiers, things related to intrinsic matters derived from the work itself. He names the factors which make up the second set as dissatisfiers. These are directly related to extrinsic matters derived from the conditions of work. Some of Herzberg's<sup>4</sup> satisfiers and dissatisfiers are briefly described below:

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<sup>1</sup>Jay Robert Galbraith, "Motivational Determinants of Job Performance," Dissertation Abstracts International, 25 (1967), 2686A.

<sup>2</sup>Martin Patchen, Participation, Achievement, and Involvement on the Job (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 123.

<sup>3</sup>Thomas J. Sergiovanni and Fred Carver, The New School Executive: A Theory of Administration (New York: Dodd, Mead and Co., 1973).

<sup>4</sup>Ibid., p. 71.

Satisfiers: Achievement, Recognition, Work Itself, Responsibility, and Advancement.

These Satisfiers lead to increased performance as they focus on our growth-approach needs. Motivational potential is high for most people.

Dissatisfiers: Salary, Possibility of Growth, Interpersonal Relations, Status, Supervision, Policy and Administration, Working Conditions, Job Security, Personal Life.

These Dissatisfiers lead to decreased performance. If provided for, these factors satisfy our maintenance-avoidance needs. Motivational potential is low for most people but hygienic potential (avoiding dissatisfaction) is high.

Herzberg's studies indicate that the satisfiers (achievement, recognition, work itself, responsibility) contribute to a good feeling by employees about their jobs and also that the dissatisfiers (possibility of growth, salary, working conditions, job security) are not present in sufficient forms or amounts when the employees are dissatisfied or have poor feelings about their jobs.

The following figures, from Herzberg's studies, indicate how different classes of workers feel about the aspects of their jobs that become satisfiers and dissatisfiers for them.

For scientists, Herzberg's studies, Figure 1, indicate that the most important satisfier is achievement on the job with everything else becoming secondary.

Achievement for engineers, Figure 2, was found by Herzberg also to be the single most important area of satisfaction with all other areas being secondary in importance.

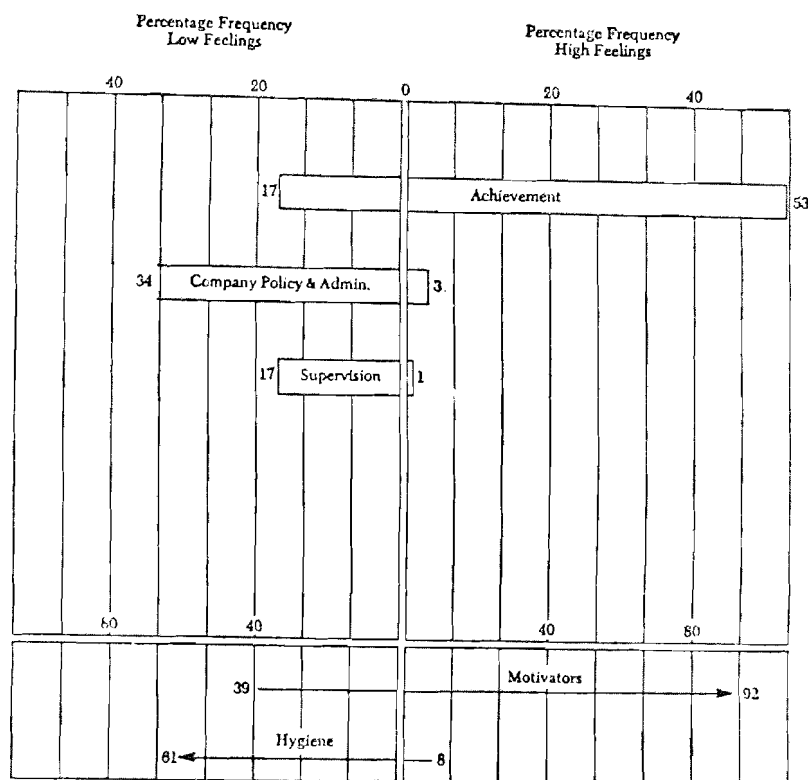


Figure 1, Comparison of satisfiers and dissatisfiers for scientists.<sup>1</sup>

<sup>1</sup>Frederich Herzberg, Bernard Mausner, and Barbara Snyderman, The Motivation to Work (New York: John Wiley, 1959), p. 96.

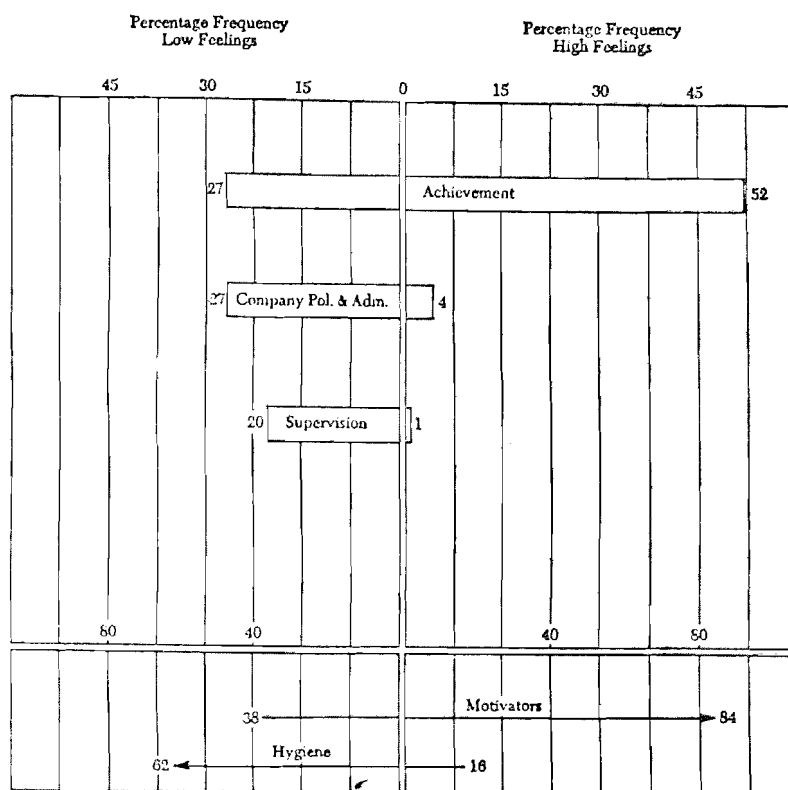


Figure 2. Comparison of satisfiers and dissatisfiers for engineers.<sup>1</sup>

<sup>1</sup>Herzberg, op. cit., p. 98.

Women in high level professional positions, Figure 3, rank many items as satisfiers. Achievement, the work itself, responsibility, and recognition all are good satisfiers when present, and poor company policies, and administration, and poor working conditions serve as dissatisfiers when present.

Engineers and accountants in Pittsburgh, as indicated in Figures 4 and 5 both rank achievement and recognition as the top two satisfiers when present and also rate poor company policies and administration and poor supervision as dissatisfiers. To the accountants, job advancement was third in importance while to the engineers the work itself ranked third as a satisfier.

As seen in Figure 6 Finnish Supervisors ranked responsibility, achievement, and the work itself as the most necessary attributes of a job to provide job satisfaction while poor supervision, poor company policies and poor working conditions provided their greatest dissatisfaction.

Herzberg's studies point out those job attributes which must be present for persons to be satisfied with their jobs and also those things which, if not present, cause job dissatisfaction.

In the broad area of human needs and those needs in relation to motivation to work, Abraham Maslow<sup>1</sup> has developed an interesting and useful framework which incorporates needs

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<sup>1</sup>Herzberg, op. cit., p. 109.

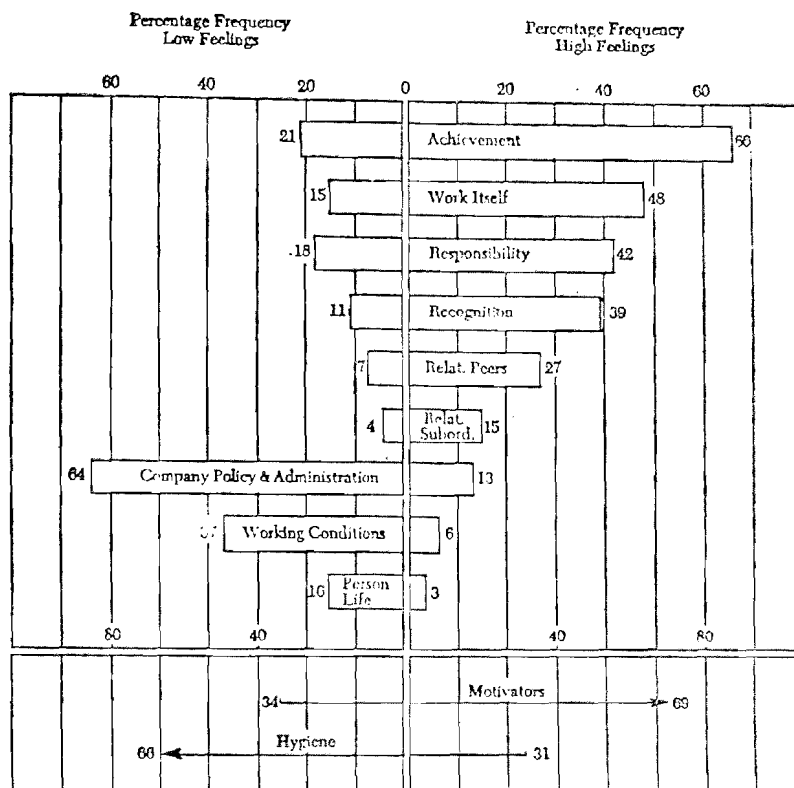


Figure 3. Comparison of satisfiers and dissatisfiers for women in high-level professional positions.<sup>1</sup>

<sup>1</sup>Herzberg, op. cit., p. 99.

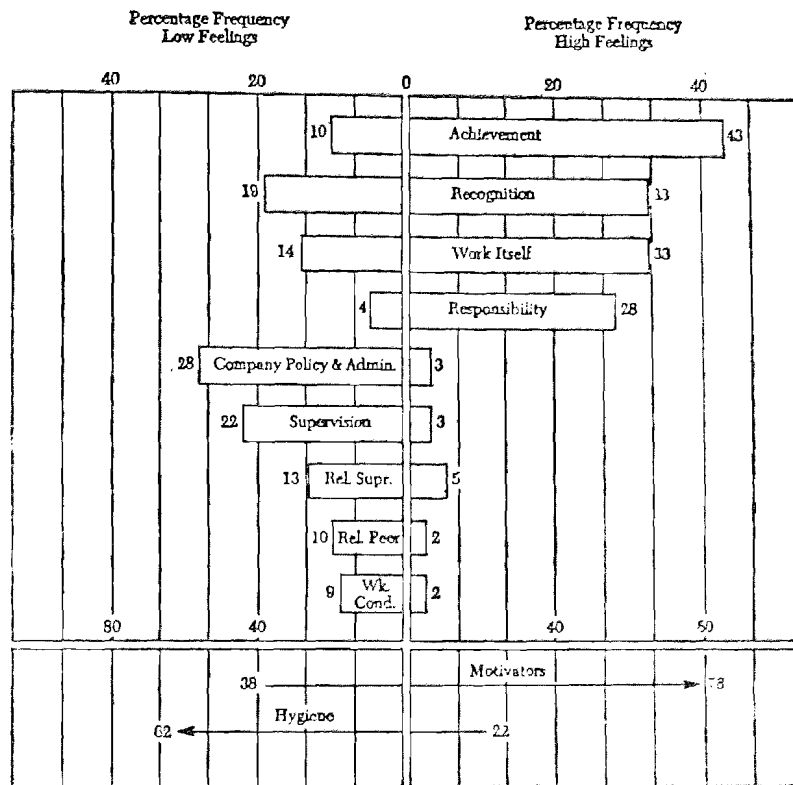


Figure 4. Comparison of satisfiers and dissatisfiers for Pittsburgh engineers.<sup>1</sup>

<sup>1</sup> Herzberg, op. cit., p. 101.

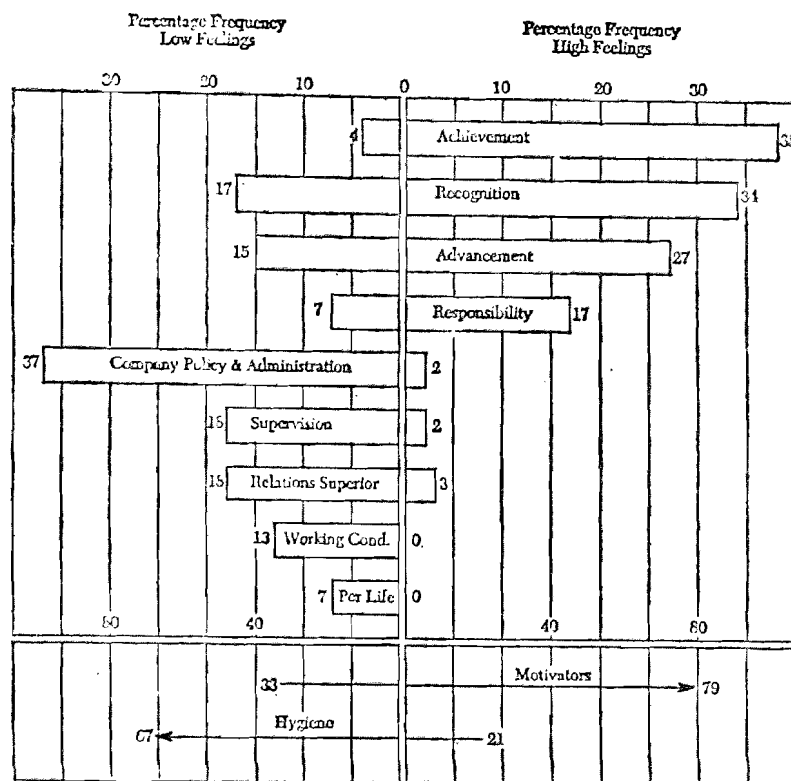


Figure 5. Comparison of satisfiers and dissatisfiers for Pittsburgh accountants.<sup>1</sup>

<sup>1</sup>Herzberg, op. cit., p. 104.



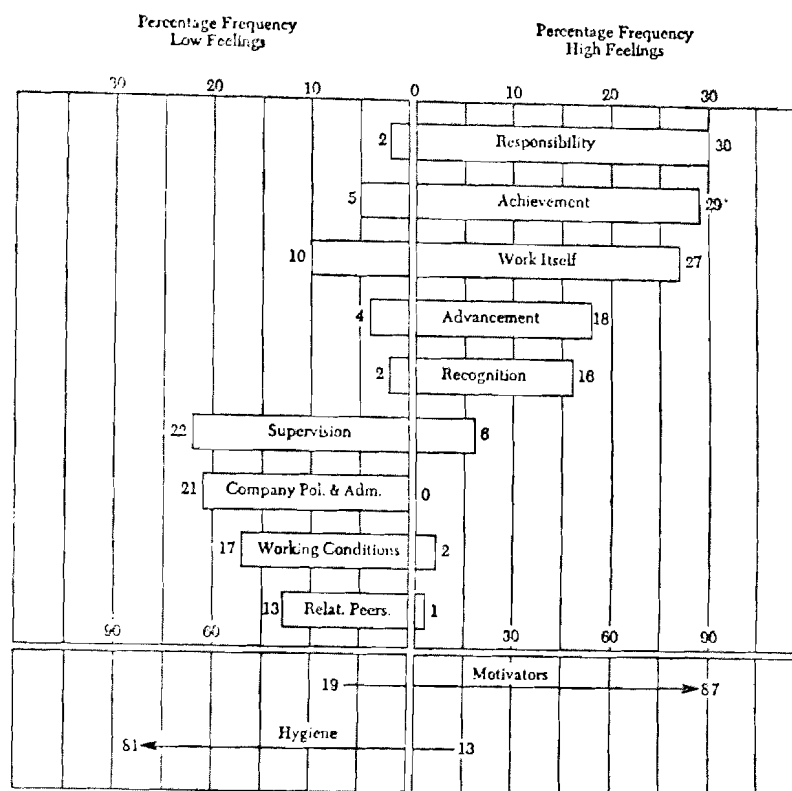


Figure 6. Comparison of satisfiers and dissatisfiers for Finnish Supervisors.<sup>1</sup>

<sup>1</sup>Herzberg, op. cit., p. 106.

into a five-level taxonomy (Figure 7) arranged in order of importance.

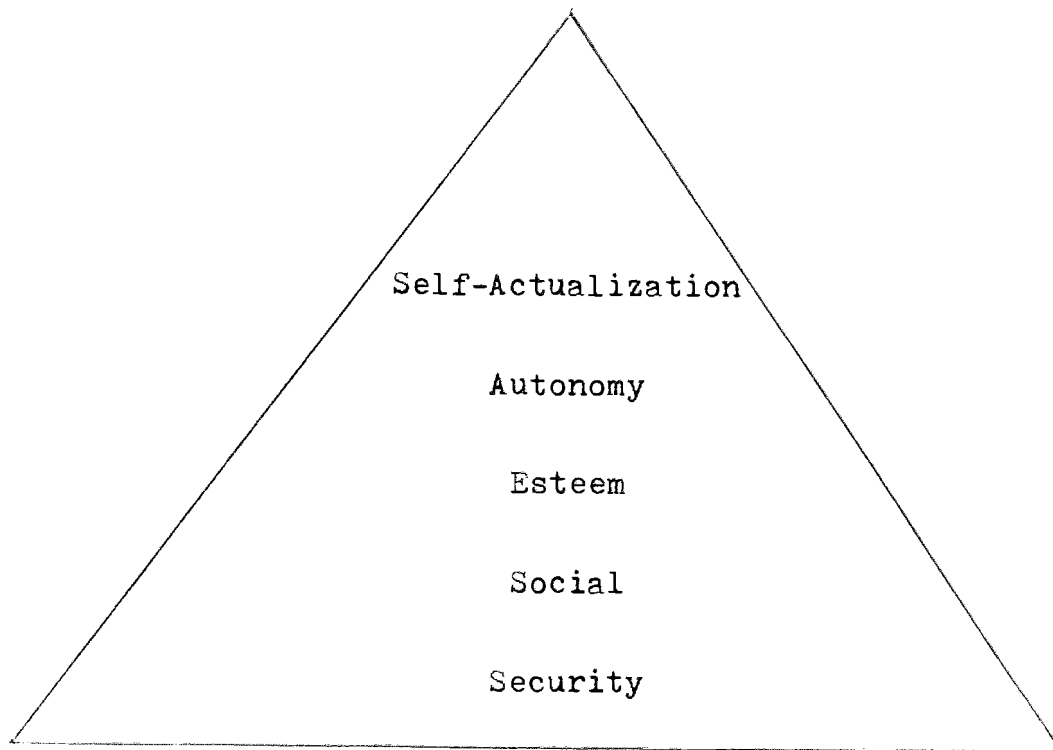


Figure 7. Maslow's Hierarchy of Needs.<sup>1</sup>

Maslow indicates that there is a definite order to the wants of all employees. According to Maslow,

When a need is fairly well satisfied, the next higher need emerges in turn to dominate the conscious life and to serve as the center of organization of behavior, since gratified needs are not active motivators.<sup>2</sup>

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<sup>1</sup>Sergiovanni, op. cit., p. 84.

<sup>2</sup>Herzberg, op. cit., p. 110.

If this is true, it appears that, if the needs at the highest level of the hierarchy are to be met and if the employee is to be satisfied and motivated as much as possible, the needs at the lower levels must first be satisfied. These lower level needs must then be the first goals of employers so that the other needs can be achieved resulting in more satisfied and more productive employees.

Although much has been written in relation to job satisfaction in various occupational and industrial settings, very little work has been done in relating the specific areas covered in high school Distributive Education curriculums to satisfaction at full-time jobs after high school graduation. Johansen points out that Distributive Education programs in Iowa are being conducted in diverse ways and that many different approaches are being attempted in the Distributive Education classrooms,<sup>1</sup> but little has been done in associating them to the job satisfaction of these students after they graduate and begin their full-time working careers.

Johansen's study is the only available material which relates directly to the Distributive Education curriculum,

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<sup>1</sup>Harold Dale Johansen, "An Evaluation of the Federally Reimbursed Distributive Education Programs in Iowa High Schools with Specific Reference to the Evaluative Guides as Developed by the National Study of Secondary Schools Evaluation," Dissertation Abstracts International, 24 (1964), 448.

but it does not suggest anything related to job satisfaction of students in Distributive Education programs after they graduate from high school.

The area of job satisfaction appears to be one where little research has been done. This study could prove to be very beneficial to any Distributive Education coordinator.

Chapter II has been an overview of the significant literature related to job satisfaction and those job attributes which serve as satisfiers and dissatisfiers in different kinds of jobs and occupations. It emphasizes achievement, recognition, the work itself, and responsibility as aspects leading toward job satisfaction and the lack of an adequate salary, the lack of the possibility of growth, poor job status, and poor supervision as aspects which lead toward job dissatisfaction. Furthermore, Chapter II presents Herzberg's and Maslow's theories of motivation and needs related to work. Chapter III, which follows, is a presentation of the data.

## CHAPTER III

### PRESENTATION OF THE DATA

With greater emphasis being placed on career and vocational education today, it would appear that the results of this study should be of significant value, not only to the Urbandale, Iowa, School District, but also to those who might be interested in improving their Distributive Education programs. It is the earnest desire of this writer to present the results of his findings in a way that might be useful to anyone seeking some guidance and help in building strong programs for career-oriented students. The data to follow indicates that the respondents had some strong feelings pro and con about various aspects of their jobs. Also, the graduates made some interesting and meaningful comments concerning each of five questions related to job satisfaction.

The data gathered in this study is presented in tabular and written form. The main purpose of this chapter is to introduce to the reader the significant findings related to job satisfaction or dissatisfaction as declared or espoused by the respondents. It is hoped that the analytical system used in presenting and describing the data of this study is clear, logical, and meaningful.

The Pearson Product-Moment Formula was used to determine the coefficient of correlation between the graduates' perceived degrees of job satisfaction and the grades they

received for on-the-job training experiences. Grades received for on-the-job training were obtained from the graduate's permanent file in the guidance department.

One hundred forty-one graduates of the Urbandale High School Distributive Education program were asked to indicate the degree of their job satisfaction in various areas by checking six different degrees of satisfaction. Each of these degrees was then assigned a point total--six points for the highest degree of satisfaction and one point for the lowest degree of satisfaction. Five questions relating to each graduate's job satisfaction were asked: 1) How much of the time do you or did you like the general working conditions of your job? 2) What is the relationship between you and the people with whom you work? 3) To what degree are you satisfied with the amount of money that you are presently earning? 4) To what degree are you satisfied with the opportunity for advancement that is available to you in your present job? and 5) To what degree are you satisfied with the type of work that you are now doing?

The combined results of these questions should reveal how satisfied the Urbandale High School Distributive Education graduates are with their present jobs and also what factors cause their dissatisfaction.

During the month of July, 1973, the questionnaire (Appendix A) was mailed to one hundred forty-one graduates of the Urbandale High School Distributive Education program. Of

these one hundred forty-one possible respondents, 50 returned a completed questionnaire. Figure 8 is a graph of the responses.

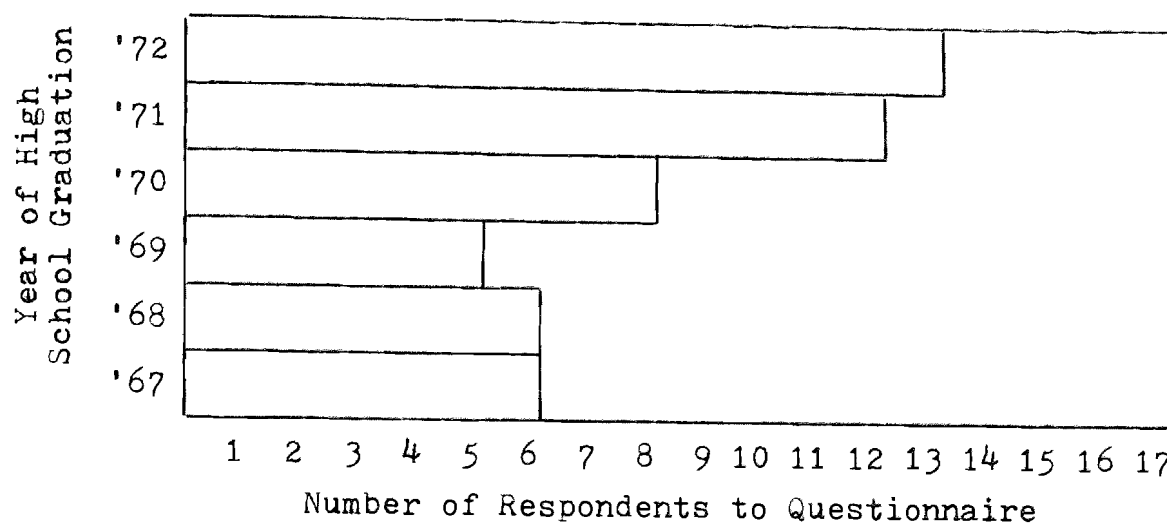


Figure 8. Year of graduation of Distributive Education students in Urbandale High School for years 1966 through 1972.

Although the variations are slight, the recent graduates were the most frequent respondents as evidenced by the fact that the years of 1971 and 1972 contain exactly half of the respondents with twelve and thirteen respectively. The four preceding years encompassed the other one-half of those responding with six from 1967, six from 1968, and five from 1969, and eight from 1970.

Figure 9 shows that a majority of the former students responding are younger and more recently graduated from high school with thirteen being nineteen years old and thirteen being twenty years old. This is 52 percent of the total. This response by the younger, recent graduates reflects the

recent curriculum of the Urbandale High School Distributive Education program with less emphasis on the earlier curriculum of the program.

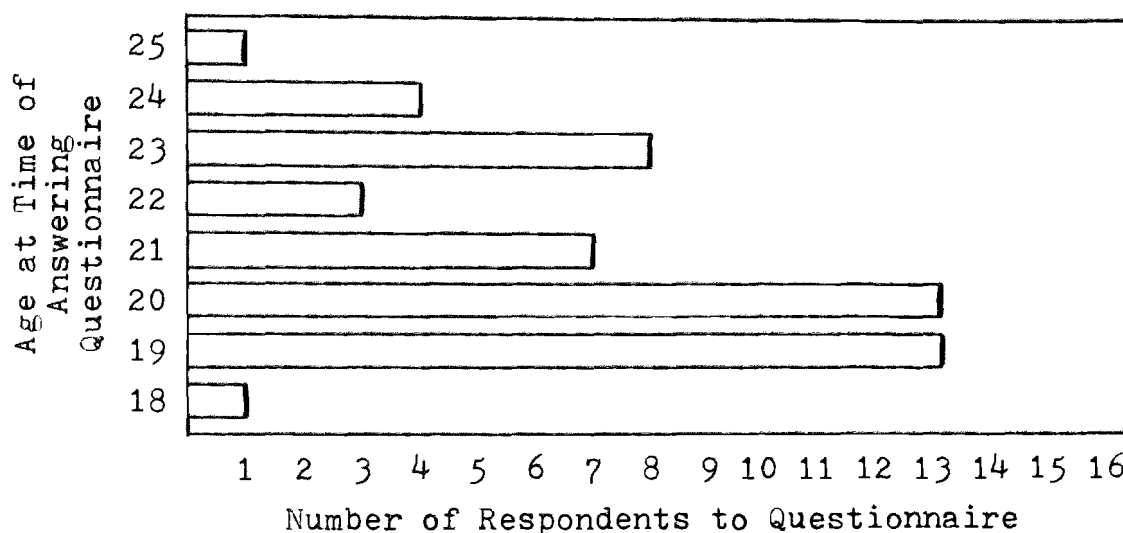


Figure 9. Age of responding graduates of Urbandale High School Distributive Education Program.

A probable reason why the highest percentage of respondents was in the classes of 1971 and 1972 is that many of them still reside in the general geographic area of Urbandale and they were more easily contacted. The questionnaire was discussed personally with some of the respondents who resided in the community which may have influenced a greater response.

Figure 10 indicates that of the possible one hundred forty-one respondents, one hundred three graduated from Urbandale High School during 1970, 1971, and 1972.



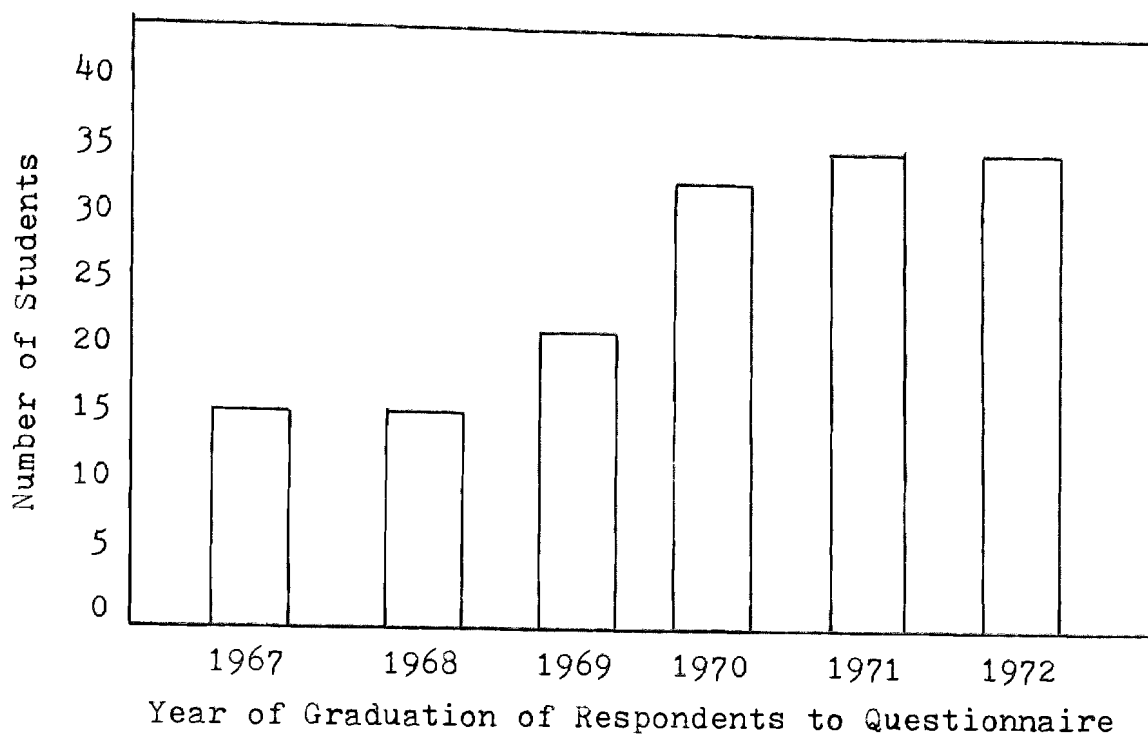


Figure 10. Size of Urbandale High School Distributive Education Classes (1966-67 - 1971-72).

The questionnaire contained five questions related to the graduates' satisfaction with some specific aspect of their present jobs and a sixth question asking for suggested changes in the Urbandale Distributive Education program. The results of these questions follows.

As seen in Table I, thirty percent of those responding indicated that they liked the working conditions all of the time, forty percent indicated that they liked the working conditions most of the time, and twenty-eight percent indicated that they liked the working conditions some of the time. Only two percent indicated any level of dissatisfaction with the working conditions. It is evident that the

TABLE I

RESPONSES TO THE QUESTION, "HOW MUCH OF THE TIME DID YOU LIKE THE GENERAL WORKING CONDITIONS OF YOUR JOB?"

Number of Respondents	Response	Percent
15	Liked all of the time	30%
20	Liked most of the time	40%
14	Liked some of the time	28%
0	Disliked some of the time	0%
1	Disliked most of the time	2%
0	Disliked all of the time	0%
50		100%

respondents are quite satisfied with the general working conditions of their present jobs. Their written comments indicate the specific areas of their satisfaction and dissatisfaction as related to general working conditions. A few of their comments are listed below while all of the comments concerning this question (question A) are contained in Appendix C.

"It is a good outdoor job."

"Because I am outside. I like the exercise."

"I like my job and conditions because I enjoy my work a lot."

"The people are all around my age, it's a very relaxed and informal place, and it's interesting and creative work."

"I work in the hospital and being able to help other people. At times the working conditions are quite unfair."

"Out in the open and not in a stuffy building."

These comments indicate that many of the respondents enjoy working conditions that allow them to be outside at least part of the time and also that allow them some freedom to move around and get some exercise on the job.

Table II shows that forty-eight percent of the respondents indicate they got along with the people with whom they worked all of the time and fifty percent indicate that they got along with the people with whom they worked most of the time. Only two percent indicated that they did not get along

TABLE II

RESPONSES TO THE QUESTION, "WHAT IS THE RELATIONSHIP BETWEEN YOU AND THE PEOPLE WITH WHOM YOU WORK?"

Number of Respondents	Response	Percent
24	Got along all of the time	48%
25	Got along most of the time	50%
0	Got along some of the time	0%
1	Did not get along some of the time	2%
0	Did not get along most of the time	0%
<u>0</u>	Did not get along all of the time	<u>0%</u>
50		100%

with the people they worked with. This must be considered a substantial indication that the respondents are very well satisfied with their relationships with their fellow employees. Their comments indicated that they had many different and varied reasons for satisfaction with their relationships with

others at work. A few of these comments are listed below with all comments concerning this question (question B) found in Appendix D.

"We try to have consideration for one another."

"Everyone works together."

"Easy to work for. Pleasant personality."

"I get along with them because we have a lot of the same interests and they are all around my age."

"Because they are just down-to-earth friendly people."

"The people I work with are very friendly. It's not like a boss-employee relationship. There are rules to follow like any job, but I enjoy going to work. I meet new people every day. We have a lot of fun."

"Fine people. Only see them at work. No one is pushy."

"We all got along--mutual trying for friendship. I did my job and they expressed appreciation."

"Everyone works together."

These comments indicate that the respondents' satisfactions with their relationships with people with whom they work comes because of mutual consideration for one another, because everyone tries to work together, and because most of the people they work with are very friendly.

The responses to question C, as found in Table III, are much more varied than the previous two questions.

TABLE III

RESPONSES TO THE QUESTION, "TO WHAT DEGREE ARE YOU SATISFIED WITH THE AMOUNT OF MONEY THAT YOU ARE PRESENTLY EARNING?"

Number of Respondents	Response	Percent
13	Satisfied all of the time	26%
18	Satisfied most of the time	36%
5	Satisfied some of the time	10%
3	Dissatisfied some of the time	6%
5	Dissatisfied most of the time	10%
<u>6</u>	Dissatisfied all of the time	<u>12%</u>
50		100%

Twenty-six percent of those responding indicated that they were satisfied with the amount of money that they earned all of the time, thirty-six percent were satisfied most of the time, and ten percent were satisfied some of the time. A total of twenty-eight percent indicated varying degrees of dissatisfaction with the amount of money they earn. This variance could be an indication of several things: 1) The Urbandale High School Distributive Education graduates are earning many varied amounts of money; 2) These graduates are presently at many different educational levels and therefore their attitudes about the deserved amount of money for a particular job vary; and 3) The environment may affect the attitude as to the right amount of money for a particular job.

A few of the respondents' specific comments to this question (question C) are listed below with all of their comments found in Appendix E.

"I earn what I am qualified to make and it compares with other jobs of similarity."

"Pay not commensurate with job."

"After a while I am hoping for a raise."

"Though minimum wage was all I could expect for the unskilled work I was doing, it seemed that after deductions there was no paycheck left."

"I am fairly satisfied with the money I earn, except when they make me take charge of a shift then I feel I should make a few extra dollars."

"I am getting the maximum pay that the company pays but sometimes it just doesn't pay for all the bills."

"My wife doesn't need to work and we live comfortably."

These comments would seem to indicate that even though some of the respondents are dissatisfied with the amount of money they earn and that it often doesn't pay for everything they would like to buy, they realize that they are being fairly paid for the work they do.

As seen in Table IV, of the five major items on the questionnaire, question D brought out the most varied responses. Twenty-eight percent of the respondents were satisfied with the opportunity for advancement all of the time. Four percent were dissatisfied some of the time. The other responses brought about percentage rates between four and twenty-eight percent.

TABLE IV

RESPONSES TO THE QUESTION, "TO WHAT DEGREE ARE YOU SATISFIED WITH THE OPPORTUNITY FOR ADVANCEMENT THAT IS AVAILABLE TO YOU IN YOUR PRESENT JOB?"

Number of Respondents	Response	Percent
14	Satisfied all of the time	28%
13	Satisfied most of the time	26%
3	Satisfied some of the time	6%
2	Dissatisfied some of the time	4%
8	Dissatisfied most of the time	16%
<u>10</u>	Dissatisfied all of the time	<u>20%</u>
50		100%

The largest groups of persons come at both ends of the scale. Fifty-four percent of the respondents were satisfied with the opportunity for advancement all or most of the time and 36 percent of the respondents were dissatisfied all or most of the time. These figures show that those responding are either highly satisfied or highly dissatisfied with their opportunities for advancement.

One reason for this may be that the jobs that these persons hold are generally of two types--either they are jobs in the sequence leading to better paying, higher responsibility jobs or they are jobs that are so-called "dead-end" jobs with no opportunity for advancement. The jobs that are in a sequence of moving up generally bring about a high degree of satisfaction and those "dead-end" jobs generally

bring about a high degree of dissatisfaction. A few of the respondents specific comments to this question (question D) are listed below with all of their comments found in Appendix F.

"I'll be an executive manager before I'm 20 and hopefully a supervisor when I'm 21."

"Because in September I am getting a promotion and I have worked for it plus I am working for a good company."

"At this time the possibility seems very good."

"No opportunity for advancement unless I'd like to be the owner."

"Presently I have no opportunity for advancement."

"My job title has changed on the average of once a year since I have been there and the company tries to promote from within."

"There is an extremely wide opportunity for advancement."

"No opportunity for advancement at all."

These comments point out some reasons for the good opportunity for advancement--promoting from within, working for a good company, etc. No specific reasons for no opportunity for advancement are given.

As can be seen in Table V, fifty percent of the respondents are satisfied with their present jobs all of the time and thirty-six percent are satisfied most of the time. The summary of the respondents' answers shows that only six percent of them are dissatisfied some, most, or all of the time.



TABLE V

RESPONSES TO THE QUESTION, "TO WHAT DEGREE ARE YOU SATISFIED WITH THE TYPE OF WORK THAT YOU ARE DOING?"

Number of Respondents	Response	Percent
25	Satisfied all of the time	50%
18	Satisfied most of the time	36%
4	Satisfied some of the time	8%
2	Dissatisfied some of the time	4%
1	Dissatisfied most of the time	2%
0	Dissatisfied all of the time	0%
50		100%

The respondents' comments to this question (question E) may be found in Appendix G. Those listed below indicate some specific areas of satisfaction and dissatisfaction.

"Because it's interesting and the type of work I enjoy doing."

"I'm satisfied because I'm working with my hands and creating beautiful objects."

"I love sales."

"I enjoy the food industry; the pay can be excellent. The advancement is good. It is always a challenge."

"I enjoy working with jewelry better than any other kind of work."

"I would rather work as a receptionist in some office."

"I'm an optician and I really enjoy optics."

"It's interesting enough, not boring and has variety."

These comments indicate that many of the respondents were pleased with the type of work they are now doing because they have found the kind of work that each individually enjoys. Their comments encompass many different kinds of work, but most of the respondents are satisfied with the type of work they have found.

The final question on the questionnaire was, "If you were to go through the Distributive Education program at Urbandale High School again, what changes in the program would you like to see made?"

All of the comments to this question may be found in Appendix H. Those comments listed below are representative of answers received.

"A few more field trips to different businesses would give the students a better insight as to the types of jobs they might be interested in."

"If possible, I would like to see the students have a few more job offers to choose from, instead of the one that I had. Overall, it was a good program."

"There aren't any. It was great fun and when something's fun it's easier to learn and want to do."

"I was very satisfied with the program."

"No changes at all. I feel it is an outstanding experience for the individual who desires to earn some extra money and learn about the business world."

"None, I enjoyed the course."

"If it would be at all possible, help the student find a job which is related to the field he is interested in going into."

These comments indicate the general satisfaction with the program as it is presently being operated.

The second part of the problem is: What is the relationship between the degrees of job satisfaction and the grades the respondents received for their on-the-job training while they were enrolled in the Urbandale High School Distributive Education program?

Table VI is a listing of on-the-job training grades taken from the graduates' permanent files in the guidance department at Urbandale High School. These grades and the

TABLE VI

URBANDALE HIGH SCHOOL DISTRIBUTIVE EDUCATION PROGRAM  
GRADES FOR ON-THE-JOB TRAINING (1966-67 - 1971-72)

1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
B,B	B,B	A,A	B,B	B,A	A,A
B,B	C,B	B,A	C,C	C,B	B,B
B,B	C,B	B,B	B,A	C,C	B,B
C,B	C,C	C,C	C,B	B,B	A,A
B,B	B,B	A,A	C,C	A,B	A,A
A,A		A,A	C,A	B,A	B,B
A,A			C,C	B,B	A,A
			B,B	B,B	C,B
			C,A	B,A	A,A
				A,A	B,B
				B,A	B,B

degree of satisfaction, previously described, were treated statistically using the Pearson Product-Moment Formula (see Appendix I for formula). Through this statistical analysis

a coefficient of correlation of  $+.06534$  was found. For the Urbandale High School Distributive Education graduates responding to the questionnaire it would seem then, that there is no relationship between their degrees of satisfaction with their present jobs and the grades they received for their on-the-job training.

In this chapter, the data obtained through this study has been presented. Chapter IV is a summary of this data and conclusions drawn from it with recommendations for future operation of the Urbandale High School Distributive Education program.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### SUMMARY

The following summary of the responses to the questionnaire indicated a specific answer to the first part of the problem, that is: To what degree are the graduates of the Urbandale High School Distributive Education program satisfied with some specific aspects of their present jobs?

Ninety-eight percent of the respondents liked the working conditions all, most, or some of the time.

One hundred percent of the respondents got along with the people they worked with all, most, or some of the time.

Seventy-two percent of the respondents were satisfied all, most, or some of the time with the amount of money that they earned.

Sixty percent of the respondents were satisfied with the opportunity for advancement all, most, or some of the time.

Ninety-four percent of the respondents were satisfied with the type of work they were doing all, most, or some of the time.

The average of the above five job aspects is a degree of satisfaction of 84.8 percent. These individual percentage figures and the average indicate that the graduates who

responded are relatively satisfied with these aspects of their present jobs.

The second part of the problem, What is the relationship between the degrees of job satisfaction and the grades the graduates received for their on-the-job training while enrolled in the Urbandale High School Distributive Education program?, is answered by using the coefficient of correlation found in the statistical analysis. The coefficient of  $+0.06534$  indicates practically no relationship between the students' perceived degrees of job satisfaction and the on-the-job training grades they received.

The written comments of the respondents generally indicate satisfaction with the overall Urbandale High School Distributive Education program. They also indicate these major areas of satisfaction in the five areas of the questionnaire:

- 1) Working conditions - "Good, outside jobs, plenty of exercise, and a relaxed, informal atmosphere."
- 2) Relationships with others - "Considerate, friendly, and down-to-earth people."
- 3) Amount of money earned - "Pay commensurate with job. Hoping for a raise, Not always enough to pay all the bills."
- 4) Opportunity for advancement - "Promote from within and working for a good company."
- 5) Type of work - Respondents listed many specific kinds of jobs that they are presently holding and satisfied with.

## CONCLUSIONS

The conclusions drawn from this study are:

1. The first hypothesis of this study is true. The graduates of the Urbandale High School Distributive Education program are satisfied to a high degree with some specific aspects of their present jobs. The study has shown this to be true with an average degree of satisfaction of 84.8 percent.

2. The second hypothesis of this study is false. There is no relationship between the degrees of job satisfaction and the grades received for on-the-job training while the respondents were enrolled in the Urbandale High School Distributive Education program. This study has shown that with a coefficient of correlation of  $+0.06534$  there is practically no relationship between these two factors.

3. A large percentage of the Urbandale High School Distributive Education graduates who responded to the questionnaire are very satisfied with the listed aspects of their present jobs.

4. The grades that the students receive for their on-the-job training experiences are not indicative of the students' perceived degrees of job satisfaction.

5. From their written comments, approximately one-fifth of the respondents were dissatisfied with the kinds of on-the-job training experiences available to them.

6. Also in their written comments, the respondents indicated that they would have liked more resource persons brought into the classroom from outside the school.

7. As seen in their written comments, the respondents felt that more field trips could be used and that the program could be better publicized to make everyone more aware of what it is.

### RECOMMENDATIONS

The preceeding conclusions have been drawn from this study after a thorough investigation of all the data gathered through the use of the questionnaire. After considering the statistical data, the written comments by the respondents to each of the specific questions on the questionnaire, and the respondents' suggestions for future changes in the program, these recommendations are made:

1. The Urbandale High School Distributive Education program should continue under its same general mode of operation. Continued stress should be placed on a broad, general exposure to the different aspects of the world of work.

2. Consider making changes in the grading methods for the on-the-job training experiences. Study this area in terms of having the grades better reflect the students' perceived degrees of job satisfaction.

3. The Distributive Education coordinator should broaden his contacts with potential employers so as to



include as many additional job opportunities as possible.

### Curriculum improvements

1. Bring more outside authorities into the classroom as guest lecturers.
2. Consider planning more field trips and other out-of-school activities.
3. Use all possible methods to publicize the Urbandale High School Distributive Education program to the community it serves.

This study has taken a serious look at the job satisfactions of graduates of the Urbandale High School Distributive Education program. Although the study has brought forth some conclusive evidence, it also has some weaknesses: 1) The number of graduates responding from the total possible respondents was relatively low (50 of 141). This has probably occurred because of the number of years that have passed since many of the possible respondents were involved with the program. 2) One-half of those responding graduated during the last two years covered by the study. This would force the responses to be more indicative of practices used during the last two years of the study. 3) The questionnaire may have been too long and time consuming to obtain good, complete responses from every former student.

Further study should be done to increase the knowledge about the Urbandale High School Distributive Education

program and also to upgrade the program. Such questions as the following need to be answered:

Why is there practically no relationship between the students' perceived degrees of job satisfaction and the on-the-job training grades they received?

What specific aspects of the program lead to the very high degree of satisfaction of the respondents in the way that they got along with the people they worked with?

Why did many respondents comment about the lack of job training experiences available to them?

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## APPENDICES

APPENDIX A

Urbandale High School  
Urbandale, Iowa 50322  
July 13, 1973

Dear Urbandale High School Graduate,

I am in the process of gathering data for my Master's degree from Drake University and I need a few minutes of your time to help me complete this research. Hopefully, the information that you give will help improve and strengthen the Distributive Education program of Urbandale High School.

The information that you give on the enclosed questionnaire will not be attributed to you as an individual. The information will be compiled by groups and not by individuals. I am attempting to reach all of the graduates of the Urbandale High School Distributive Education program since its beginning in the fall of 1966.

I have attempted to construct the questionnaire so that it will take only a minimum amount of your time. Your opinions can be very beneficial in helping to improve the Distributive Education program at Urbandale High School.

Please complete the enclosed questionnaire as completely as possible and return it to me in the self-addressed stamped envelope. I would appreciate it if you would complete the questionnaire and return it to me by July 24. Thank you very much for your help.

Sincerely,

Steven L. Fey  
Distributive Education Coordinator  
Urbandale High School  
Urbandale, Iowa 50322

APPENDIX B

QUESTIONNAIRE

NAME \_\_\_\_\_ PRESENT  
ADDRESS \_\_\_\_\_

AGE \_\_\_\_\_

YEAR OF GRADUATION FROM URBANDALE HIGH SCHOOL \_\_\_\_\_

1. CURRENT EMPLOYMENT STATUS:

\_\_\_\_\_ Employed

\_\_\_\_\_ Unemployed

2. Check the type of business establishment in which you received your on-the-job training while enrolled in the Distributive Education program at Urbandale High School.

\_\_\_\_\_ Grovery store or supermarket

\_\_\_\_\_ Service station

\_\_\_\_\_ Department store

\_\_\_\_\_ Specialty shop

\_\_\_\_\_ Restaurant

\_\_\_\_\_ Other (please list) \_\_\_\_\_

If you are now unemployed, for what length of time, if any, did you work immediately following your graduation from Urbandale High School.

\_\_\_\_\_  
\_\_\_\_\_



If you are now unemployed, please list the reason or reasons for your present unemployment.

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If you are now employed, either full-time or part-time, please answer the following questions about your present job by checking the most appropriate responses.

If you are now unemployed, please complete the questionnaire in relation to your last job.

A. How much of the time do you or did you like the general working conditions of your job?

- ☐ Like the working conditions all of the time.
- ☐ Like the working conditions most of the time.
- ☐ Like the working conditions some of the time.
- ☐ Dislike the working conditions some of the time.
- ☐ Dislike the working conditions most of the time.
- ☐ Dislike the working conditions all of the time.

Please list the reasons why you like or dislike the working conditions of your job.

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B. What is the relationship between you and the people with whom you work?

- ☐ Get along with them all of the time.
- ☐ Get along with them most of the time.
- ☐ Get along with them some of the time.
- ☐ Don't get along with them some of the time.
- ☐ Don't get along with them most of the time.
- ☐ Don't get along with them at all.

Please list the reasons why you either do or don't get along with the people with whom you work.

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- C. To what degree are you satisfied with the amount of money that you are presently earning?

- \_\_\_\_\_ Satisfied all of the time with the amount of money that I earn.  
 \_\_\_\_\_ Satisfied most of the time with the amount of money that I earn.  
 \_\_\_\_\_ Satisfied some of the time with the amount of money that I earn.  
 \_\_\_\_\_ Dissatisfied some of the time with the amount of money that I earn.  
 \_\_\_\_\_ Dissatisfied most of the time with the amount of money that I earn.  
 \_\_\_\_\_ Dissatisfied all of the time with the amount of money that I earn.

Please list the reasons why you are satisfied or dissatisfied with the amount of money that you earn.

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- D. To what degree are you satisfied with the opportunity for advancement that is available to you in your present job?

- \_\_\_\_\_ Satisfied all of the time with the opportunity for advancement.  
 \_\_\_\_\_ Satisfied most of the time with the opportunity for advancement.  
 \_\_\_\_\_ Satisfied some of the time with the opportunity for advancement.  
 \_\_\_\_\_ Dissatisfied some of the time with the opportunity for advancement.  
 \_\_\_\_\_ Dissatisfied most of the time with the opportunity for advancement.  
 \_\_\_\_\_ Dissatisfied all of the time with the opportunity for advancement.

Please list the reasons why you are satisfied or dissatisfied with the opportunity for advancement that is available to you in your present job.

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E. To what degree are you satisfied with the type of work that you are now doing?

- \_\_\_\_\_ Satisfied all of the time with the type of work that I am doing.
- \_\_\_\_\_ Satisfied most of the time with the type of work that I am doing.
- \_\_\_\_\_ Satisfied some of the time with the type of work that I am doing.
- \_\_\_\_\_ Dissatisfied some of the time with the type of work that I am doing.
- \_\_\_\_\_ Dissatisfied most of the time with the type of work that I am doing.
- \_\_\_\_\_ Dissatisfied all of the time with the type of work that I am doing.

Please list the reasons why you are satisfied or dissatisfied with the type of work that you are now doing.

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If you were to go through the Distributive Education program at Urbandale High School again, what changes in the program would you like to see made?

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Please return this questionnaire in the enclosed envelope.  
Thank you for your cooperation.

## APPENDIX C

### ALL RESPONSES TO QUESTION A

Working in a tropical fish store requires studying all facts before selling. Selling requires public contact. I enjoy this, and especially the elbow grease you need cleaning tanks and transporting fish.

My job is interesting. Something different to be done everyday. I meet many different people.

It is a good outdoor job. Meet nice people who are traveling.

Ideal location--free transportation furnished--ideal hours.

Because I am outside. I like the exercise.

I do not care for some of the management. I like the challenge of meeting and overcoming different situations with customers.

It was a beautiful office with great people and my boss was great.

Good employer-employee relations. I also enjoy my work.

Because I enjoy the work I am doing.

I liked the people mainly both that I worked with and met on the job.

Summer job between school, good pay, not hard, but very long hours.

I work for a dependable company that has many employee benefits, I get along well with my co-workers, and my customers are usually easy to please.

I like the working conditions because I work at my own speed (cleaning rooms), no tension, carefree.

I like the paper work and the responsibility I have. Mostly I like to keep busy.

Good hours; interesting work; good boss.

There is no real boss. Everybody is pretty much on their own. They hardly fire anybody. You could skip work and they don't get mad. You can go back to work anytime cause they need workers.

I like my job and conditions because I enjoy my work a lot.

Challenging, a lot of responsibility, good pay, good people to work with--the company cares. Good fringe benefits.

The people are all around my age, it's a very relaxed and informal place, and it's interesting and creative work.

I like working in the hospital and being able to help other people. At times the working conditions are quite unfair.

A little over 6 months ago a team of efficiency experts came in and tried to program our workers to the company's specifications, this has caused a lot of problems between the company and employees because they, the company, can't understand why every man can't run the same amount of pieces an hour. We give the company plenty of reasons but they won't listen.

Because the work is different every day and most of the time is interesting work.

I like it because I'm learning the carpentry trade.

Out in the open and not in a stuffy building.

Work outdoors most of the time--dislike mental harassment by military--confined to the general area around the base--stateside and foreign.

I enjoy the people I work with, the challenge it brings, the patients I take care of, being able to be my own boss and having responsibility I feel capable of handling.

Too many hours off.

I was a department head. I was young and other ladies who had been there years resented me getting the job. They stole my customers and made it very unpleasant.

## APPENDIX D

### ALL RESPONSES TO QUESTION B

We try to have consideration for one another.

Everybody works together.

We're usually too busy working to get a chance to visit, so when we do get to visit, we have so much to talk about we don't have time for petty quarrels.

There was just one salesman who was hard to get along with. Other than that I loved it.

They resented me. Other jobs I had just as a sales clerk I got along fine with everyone.

Easy to work for. Pleasant personality.

Most people are easy to get along with but occasionally I have an aide who complains or requires extra attention and takes my time that I could have spent on bookwork or with patient observation.

Most of us here at work are all thinking about going back to the states. Getting out of the Air Force.

Every once in a while everyone gets under someone's skin.

They are trying to help me out.

Because we all have a job to do and everybody on the job is equally skilled.

They are all good friends and I feel if I can't get along with the people I work with then I better change jobs. I feel this is very important because it gives you a better working atmosphere.

There are always people at a job that you don't get along with. I don't like working with people who are lazy.

I get along with them because we have a lot of the same interests and they are all around my age.

There are 3 of us under my boss. Two of us work together and the third party just sits there. When the third party came into our department it was our responsibility to train her. Then she has the nerve to tell us where things are to be filed and under what letter of the alphabet, as if we didn't know. It gets to be an old story.

I'm working with people in high school--it creates a bigger challenge than working with someone that has a lot of job experience.

I can answer this with complete truth because I am leaving my present route to become a supervisor for Guys Foods, Inc., within the last week all my customers have told me that they wish I would stay.

Because we know everybody in the whole village and we're all one race. No prejudice and we're all related in some way.

I am in the same boat as my fellow salesmen and rocking the boat will profit no one.

Because they are just down to earth friendly people.

Problems that are created by an individual end up being taken care of by me or solved by me.

People are traveling and find a lot of things to talk about.

No conflicts because there is no time or need to take or give a lot of crap.

Who knows, everyone does his job and we all get along fine, of course there is always the humor that's added which helps in any job.

Most of the employees were easy to get along with and we did occasionally have to work closely together, but got along. The people with whom I worked with were very friendly and fun to know and easy to get along with.

Besides the owner of the shop being friends, I was, at first, the only employee. The owners never had you do a job that they wouldn't pitch in and help with.

I mainly just enjoy working with them, they are a lot of help and fun.

The people I work with are very friendly. It's not like a boss-employee relationship. There are rules to follow like any job, but I enjoy going to work. I meet new people every day. We have a lot of fun.

We all pretty much mind our own jobs but are interested in each other and try to help each other out when busy.

Some work--some don't.

Very friendly people, not a real business-like relationship.

Fine people. Only see them at work. No one is pushy.

We all got along--mutual trying of friendship. I did my job and they expressed appreciation.

Because they are very nice people.

These people aren't narrow-minded. They are broad-minded, liberal individuals.

The biggest problem is convincing older people who work for us that I am not trying to play big shot, but trying to get the work completed.

Everyone respects everyone else. No one thinks he or she is better than anyone else.

It's a small town we work out of and everybody knows everybody else.

Everyone gets along pretty well.

The people especially, employer, seemed to have a good attitude towards D.E. students.

I got along with everyone because I kept my mouth shut. If I got mad I forgot all about it. They were all very nice and easy to get along with. P.S. I never got mad much anyway, just a few times.

Everyone worked together.

We all happen to be good friends.

It's hard to work with 7 men and you to be the only woman (full-time) and to be lady-like and take all the \_\_\_\_\_ they give out.



I am working in a Nursing Home for old people. I like working with them and to try and make their day brighter. Whether it is reading the Bible or bringing them fresh fruit every day.

They sure seem to appreciate it.

Everyone I work with likes their job. We all seem to have something in common and that's that we all enjoy working with kids. My job is hard work, but with the other people on the staff we make the work into fun.

## APPENDIX E

### ALL RESPONSES TO QUESTION C

I am earning what I am qualified to make and it compares with other jobs of similarity.

Pay not commensurate with job.

When I worked I truly felt with my background in D.E. and special talents to sell I was terribly underpaid. I love to sell clothes and I'm very good when given responsibility.

I was being paid sufficiently for my job.

After a while I was hoping for a raise.

Recent pay raises for military personnel.

I was satisfied with the money I earned. They gave raises when you earned them.

Though minimum wage was all I could expect for the unskilled work I was doing, it seemed that after deductions there was no paycheck left.

Would like to go on full-time instead of part-time so I could make more money.

I was getting paid \$1.25 an hour.

I plan on getting an apartment and I can't afford it with this job.

Most of the time I don't get enough hours.

At first we are reviewed at the end of 3 months, again after 6 months of employment, then yearly. Reviews are usually late. My 3 month review was 2 months late, then 6 month review was 3 months late. Finally my yearly review was only a month late. I feel if the supervisors are late, pay raises should be retroactive, but it doesn't work that way. After pay increases are submitted to our branch supervisor, it may take some time before they get into the home office.

I am satisfied to an extent because I enjoy my work so much. Most often it seems I'm getting paid for all that I'm learning in my job. I am dissatisfied somewhat because the day doesn't always end at 5 P.M. Long hours are spent and a lot of strain is put on the staff.

I am fairly satisfied with the money I earn, except when they make me take charge of a shift then I feel I should make a few extra dollars.

The way the standard wage laws are now who can be pleased? I work 3 years and a newcomer comes and makes \$.40 less than I do. Bad!

I would like to earn much more than the Navy pays.

I was dissatisfied with the low pay Younkers gave me and if it hadn't been for my commissions I wouldn't have stayed for \$1.60 an hour. But my commissions made my check so it was easy to live on it.

At the time of employment, I was living at home, so I was able to save well over \$1000.

I am getting the maximum pay that the company pays, but sometimes it doesn't pay for all of my bills.

My hourly wages is about rock bottom. If working for bigger company or in a union, I could make double or possibly triple. We do work a lot of overtime which helps, but I don't have much time to enjoy myself.

I am not experienced in the field I work and they are training me on the job.

I think the company has been very fair with me in the 5 years I've been there only now that I am salaried I only receive one raise a year.

About the only reason I'm dissatisfied is that prices go up all the time, wages don't.

Because I like the work I'm doing.

I am dissatisfied because the responsibility and work I do and I'm not paid accordingly.

Gives me money to save up for school.

My wife doesn't need to work and we live comfortably.

Because I was started at the same rate of pay (to my knowledge) as part-time help.

Our wages are constantly being raised according to cost of living increases and I believe the wages are better than most places.

I used to be a secretary earning \$2.35 an hour and now I work harder on this job than any other job before and only get paid \$1.65 an hour. I think the minimum wage should be up to \$2.00 an hour at any place of business.

For the amount of work I do and keep done and caught up all the time, I think I should make more.

I'm fairly satisfied now as I've increased in  $2\frac{1}{2}$  years from \$1.60 to \$1.85 an hour.

My wants exceed my income all the time.

In my opinion the work that I do warrants the pay I receive. However naturally I would like more.

I earn more than before but just not quite enough to get what I need.

On my way up the ladder to a pleasing salary.

Because it is more than my other job. Work is harder but not as many hours. People I work with help me out if I have trouble at some part of the job I am doing.

I make on the average \$6.50 to \$7.00 an hour.

Cause money's hard to get here and hardly no jobs, so we take what we get and it is a pretty good amount. \$3.25 an hour.

I am satisfied because I get payed by commission and the more I sell the more I make, so if I wasn't satisfied it would be my own fault.

Being in the restaurant field the job is very demanding and the hours are very long. You can always use more money than you make in this job.

Dissatisfied because I need more money, but it's a job to help me through school.

Being a nurses aide, I am very satisfied with the money I make and the benefits I get.

I feel that for the type of work I do that I probably make more than the average man, I don't know what average is currently but I feel I'm well over that mark.

Because it is one of the highest paid trades in the country.

Because I am only single and with the money I'm making I could be married and have 4 kids.

Everything's going up.

The way I see the Air Force is those who do practically nothing are getting the good money.

## APPENDIX F

### ALL RESPONSES TO QUESTION D

I'm satisfied with the opportunity for advancement because I'm doing a craft I can learn a lot more about and requires years of practice.

I'll be an executive manager before I'm 20 and hopefully a supervisor when I'm 21.

Because in September of '73 I am getting a promotion and I have worked for it plus I am working for a good company.

There's really no advancement but once in a blue moon there is, but we're all pretty much equal. Like advancement you still get the same pay just a little better working place.

It's not what you know--it's who you kiss!

My company offers advancement to anyone who trys for it.

I will not be working at my present job long. But, pumping gas, there isn't much advancement.

At this time the possibility seems very good.

Right where I am I will stay, the only thing that advances is my salary, being the secretary to the Traffic Manager. Unless I want to be Traffic Manager (which I may be!).

No opportunity for advancement unless I'd like to be the owner.

They have a lot of opportunity to consider.

I knew when I got this job there would be no advancement unless I aplied for office work at the front desk. There is profit-sharing which I am very happy with.

Every 3 months we have conferences with our supervisors and discuss our chances of promotion and can have 3 or 4 transfers in at once.

No opportunity for advancement--summer only.

Presently I see no chance for any advancement.

Satisfied some of the time because I'm learning more about the business all the time.

I'm really satisfied where I'm currently at. I need more time before I accept more responsibility.

My job title has changed on the average of once a year since I have been there and the company tries to promote from within.

When fully experienced I'll be able to get any job in my field with good pay. Electronics has great advancement opportunities.

Everybody does a little bit of everything which really leaves no position to work up and it's disappointing to work 1 or 2 years for a raise then get a nickel raise and receive no thank you for trying.

I can only advance to the general manager or owner. I am the parts manager at his store on 23d.

I had a job as cashier and part-time bookkeeper. The full-time bookkeeper had no intention of leaving her job.

There would have been no advancement in my job for sure--But my job required more than just selling and I was very satisfied with that. I would not have wanted an advancement.

I am as high as anyone can get on a four year enlistment.

There is no opportunity for advancement. I go from wrapping to butchering and who wants to lug beef around all day.

I am dissatisfied with the chance for advancement because in a nursing home you are either a nurse or an assistant.

There really isn't that much opportunity for advancement with a camp counselor unless one would want to go into camp director or organization supervisor. As far as I'm concerned I wouldn't want to do this. I'd rather stay as a counselor and be right in the field working directly with the people.

Our department had an opening for a claim office adjuster. At the time I had over a year in the department, but they put a girl on there with no experience. What makes me madder than ever was that they made the decision during the week I was sick with the mumps.

There are many opportunities for advancement, but I am going back to school.

No chance for becoming manager.

There wasn't really much chance for advancement where I worked but since it was only part-time I wasn't really concerned.

Actually I don't think there is much advancement--in verifying magazine orders over the phone.

Didn't really apply.

There is not all that much advancement in the work.

There is an extremely wide opportunity for advancement.

A man can progress according to his abilities. In the Air Force progression is based on performance reports, specialty knowledge, test scores, time and grade, time in service, and decorations.

Being a cashier and sales girl--one of many the chance for advancement was impossible.

I was studying for my real estate license which I still study for in my spare time. I hope to get it by Spring.

Sales clerks or department heads are never paid well. The work is very dedicating and I believe I was always dedicated yet still underpaid no matter how I improved.

No opportunity for advancement at all.

I have been offered advancement but until I feel I am more experienced in controlling people I have declined.

Certain jobs are advanced quicker than others--cooks make stripes faster than a mechanic, etc.

I'm doing the best job they have.

I could become carpenter foreman when I get good enough.

Because you always have a chance to better your position by the skills you show in your work.



At our company the only way to advance is to first become a foreman. A foreman has the worst job he has to take guff from the big men and then from the men he supervises. In the last 2 years 2 foremen have had heart attacks, one of which died on the job and 3 have been fired for not being hard enough on the men.

I have worked at the V.A. for 4 years. Right now I am as high as I will get without furthering my education.

## APPENDIX G

### ALL RESPONSES TO QUESTION E

It's a challenge, things are completely different everyday, the process stays basically the same but you have to think about what you are doing all the time, since every detail has to be exact.

I like my work.

It is a good job considering how long I play to stay there.

Want to change to something else sometime when time comes.

No special reason I just try and do my best.

I love sales.

There's no real hard work to it. Just standing there picking shells, etc. We work on crab.

If you are not satisfied with a job of this type you're spinning your wheels every day, because you don't enjoy it. I enjoy it much.

I enjoy the food industry the pay can be excellent. The advancement is good. It is always a challenge.

I'm satisfied because I'm working with my hands and creating beautiful objects (stained glass tiffany lamps).

I get discouraged when there are 2 people to take care of 44 patients. The patients are not receiving the proper care.

At times it is hard but I feel that's the reason I get paid and I just keep on working.

Because it's interesting and the type of work I enjoy doing.

I'm learning things that a lot of people wish they could learn.

Running a 972K Cat end-loader.

I enjoy the work I was doing you had enough to do to keep you busy and you did different jobs so you did not get tired of the same thing.

I enjoy working with jewelry better than any other kind of work.

It's interesting and occupies my mind.

I enjoyed meeting people and working with them. I liked the variety of the people I met because it kept my job interesting.

I love what I'm doing now, but I'm not working.

Some days I just don't feel like working.

When I came in the Air Force I was told I was guaranteed a job in electronics--but was made a mechanic in a field that has a little bit of electronics.

I would rather work as a receptionist in some office.

I liked meeting people and running a cash register, but I sometimes disliked doing dishes and cleaning up.

I would rather be in outside work.

The work is very strenuous.

My work is varied and I can more or less arrange my schedule as I please from day to day.

I realize how much influence I have on the children I work with. Sometimes it scares me to think of the responsibility I have in helping with their maturation. I don't always know the best way to help solve problems a child may have because of my lack of experience. For these reasons I am dissatisfied with myself in the type of work I'm doing. The job itself is very rewarding. I know I'm learning as much from the children as they are from me.

I love working with older people, and to know that I have made this day worth living for them. To receive that special kiss, or hug is my reward for the day. It is really worth it to see a smile on their face.

It's a living.

I am an optician and I really enjoy optics.

I was a salesclerk and I didn't especially like waiting on customers; some can be so mean and rude.

It was everything I liked and ever really wanted to do and if I ever go back to work it's the only kind of job I want.

I was not too heavily supervised, and genuinely enjoyed the work.

I find the work interesting, but would like to be outside more often.

I am a Paver Operator for an asphalt company which will give me training for many other types of machines. I also run the back of an oil truck, giving a change of pace.

Very interesting and it's a field that is very important in today's education system.

I like my work mainly because I am not strapped to a desk all the time. I am able to be up and work close with my people. Also I.B.M. makes so many changes that it is challenging to try to keep up.

Gives me a chance to exercise my brain power. It's mentally rewarding.

Because I like what I'm doing.

It's interesting enough, not boring and has variety.

I am Xerox machine operator and do customer copies for Northwestern Bell. My job keeps me moving and makes the time go fast.

I have always enjoyed doing housework. That's why I enjoy cleaning rooms. It's not hard work. I don't plan to make a future out of it.

It's fun and also interesting, there is always something to do.

Working with sales and tropical fish is very interesting. You learn something everyday plus bring leisure into people's homes.

## APPENDIX H

### ALL RESPONSES TO QUESTION ASKING FOR SUGGESTED CHANGES

A higher pay scale--start with minimum wage.

Putting kids in jobs with chance for advancement.

Give the kids a choice of jobs--for example myself working as a salesclerk in an aquarium shop. Something I enjoy doing.

Really nothing. I feel the program is sufficient the way it is.

I enjoyed D.E. class with Mr. Fey very much. I don't feel there needs to be any changes made in the course. I learned a lot and enjoyed working at "Arnold's" clothing store during the school year and after graduation.

A few more field trips to different businesses would give the students a better insight as to the types of jobs they might be interested in. Also more outside selling projects.

I can't think of any changes except there were several kids that didn't keep jobs or even tried to keep them. I think that everyone in the class should have and keep a job instead of sit around in the afternoon. If they can't keep a job they shouldn't get credit.

I would like to see employers lecture on 1) How they judge if a person will be a good asset to the employer; 2) Incentive plans for employees; 3) What they look for when hiring people.

I was very satisfied with what went on in my class. I think our class had good communication with our teacher. We had great respect for "what was being taught," at least this is what my feelings were at that time and even more so now. Would want my D.E. program to be the same again.

Leave class room time optional to allow day or night time jobs. Emphasize more on construction work. There are many good jobs for skilled laborers and operators.

Less homework and more class participation.

If possible, I would like to see the student have a few more job offers to choose from, instead of the one that I had. Overall, it was a good program.

There aren't any. It was great fun and when something's fun it's easier to learn and want to do. I think the program was just great. And if I had a chance to do it all over again I sure would.

Prepare the students for rude customers, and how to handle them. This was very difficult for me as my feelings are hurt easily.

Maybe a few lectures from some successful businessmen could give a few personal tips from their experiences.

More opportunity to see more ways of industry. Like more trips to businesses and maybe more speakers to talk about bad and good points of their businesses.

I don't feel that there should be much of any change in the D.E. program. It really helped me get started in life. To be able to deal with people and their problems. I really appreciated my new start in life. I felt that the D.E. program was a really good deal to get into. The classes in school really helped. Thanks again!

I liked D.E., but I think I'd go into the O.E. program because that's what I seemed to go into right after High School. As for the program, I believe the review questions after each chapter seemed to help the most. Possibly answer more questions. I don't know how much help this will be as my present job is an office situation.

No changes, absolutely not.

I was very satisfied with the program.

I would like to see some kind of arrangements made with employers to let the students see more of how the business is run. Maybe some do but where I worked I didn't learn anything about how the place was run and I think that should be the main reason for being on the job as a D.E. student.

None. I liked it just the way it was.

More emphasis on finding a job that suits the individual. More discussion in general, especially about individual job problems. More presentations by people in different areas of retailing with emphasis on the opportunities for advancement in that field.

I think it was pretty good the way it was. I was only in the program the first semester. I returned to work at Mary Lester's every summer afterwards until 1973, when I changed my ideas of how it was being run under new managers.

No changes at all. I feel that it is an outstanding experience for the individual who desires to earn some extra money and learn about the business world.

I was pretty satisfied at the time, the way the class was handled. My only complaint then was not enough businesses and working establishments knew it. Our job opportunities were quite limited then as they aren't now.

I can't think of any improvements to make.

I really can't think of any changes. I know I really learned a lot about selling and about the retail field of work. And that what I learned in your class is still helping me today. I refer back to what I learned quite a bit.

I would like everyone to have the same amount of hours. It didn't seem fair for some people to work 3 days and others to work 6 or 7 days from the time they got out of school to 9 or 10 at night and still have homework to do.

I would have more in class sales instead of working with note books.

I feel for most types of work it won't need much change. But for the type of work I do I don't think there is much you could say.

While in D.E. I worked in a restaurant. I would like to see better jobs offered. I also felt that a lot of the book work did not apply to the job I was in. I feel there should be some type of individual study for each job.

I thought it was fine and I'm sure Mr. Fey finds improvements to be made from year to year that he feels are needed.

More study and research done out of the classroom.

Not much. I learned more from this course than all the rest of my school years put together. I had a good teacher.

None. I thought it was pretty easy class and it was lots of fun with Mr. Fey. He was a nice and fair teacher, and I really liked being in his class.

None. I enjoyed the course.

No changes. I thought everything was good. If you get behind there was always something extra for you to try and make up if you needed points that you might have lost.

I would probably have a study in all types of jobs for both men and women. Let students change for a day or maybe a week, so students may learn how other types of businesses are run.

If possible have more quality jobs that require more personal responsibility.

It is hard to say since I was in the first D.E. class at Urbandale but I hope the classes since have had the opportunity to raise more money for their class club. Also, and more important, I hope the class since have taken D.E. more seriously there is more to be gained there than just a way to get out of half day of school. I truly wish I had it all to do over again. I know I could gain a lot more in the class now that I've been here in the cold cruel world and realized that "ya ain't tryin' ta hurt us" but help us smooth out the lumps we find in the business world. I'm not saying you didn't help because you did and for that I thank you for what I didn't get I can only blame myself.

If it would be at all possible to help the student find a job which is related to the field he is interested in going on into. I wanted to go to college and major in sociology and possibly minor in child development. My job in D.E. was working in a restaurant which did not help me at all in regards to my interests. Some type of job related to social work or maybe a day care would have been much more beneficial. Some students need guidance or help contacting organizations or agencies with someone behind them as a reference. If D.E. could make students more aware of different agencies or organizations that are around the student may have a better chance to find a job which could be better related to his field of interests.

I think tours should have been taken to different department stores so you could see and learn the responsibilities not only of the clerks but the managers as well. There wasn't enough learning in class about actual selling merchandise or learning about your merchandise. Too much study from books memorizing terms that I never used. I was a natural clerk and I guess because I love to be around people. I never really used anything I learned in D.E. I only used the name, because I never got much out of the course. I enjoyed working part-time in the store every



afternoon instead of classes all day and I feel longer hours should be spent working.

I think there should have been more book learning. I found it easy to not study at all. I learned about experience at my one job but not a broad knowledge of the business world that books could have taught me. I wish I would have taken the class more seriously. At the time it was a way to make money and graduate at the same time. I think D.E. is a very good idea for those people who don't take advantage of it. It gave me the experience to get a job faster when I graduate.

## APPENDIX I

### PEARSON PRODUCT MOMENT FORMULA

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

$$r = +.06534$$